DOCUMENT RESUME

ED 076 868 AC 014 380

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TITLE Influence of Selected Factors on Level of 4-H Participation by Seventh, Eighth and Ninth Grade Boys and Girls in Bledsoe County, Tennessee. A Research Summary of a Graduate Study.
INSTITUTION Tennessee Univ., Knoxville. Agricultural Extension Service.
PUB DATE Mar 73
NOTE 32p.; Extension Study No. 42; S. C. 832

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Extension Education; Family Influence; Performance Factors; Rural Extension; Student Characteristics; *Student Participation; Surveys; Technical Reports; *Youth Clubs

ABSTRACT

This study was concerned with the problem of decreasing 4-H members at the junior high level. Data were collected from 289 seventh, eighth, and ninth graders in interviews. Data were classified into two groups according to the level of participation in 14 4-H events and activities; there were 173 high participators and 116 low participators. The purpose was to determine the relationship between level of participation and personal characteristics, leisure time activities, attitudes, and family characteristics. Major findings included: (1) level of participation was significantly related to sex--girls had higher participation than boys; (2) participation was higher among those who were active in several clubs; (3) participation was greater among children who joined 4-H at an earlier age and school grade; (4) a higher participation level was achieved by those with definite plans to attend college; (5) participation was higher among those who received visits from extension agents; (6) participation was higher among those who spent the most time listening to the radio; (7) participation was greater among those whose mothers worked outside the home; (8) participation level was significantly related to father's and mother's education; and (9) high participators were more likely to be nonfarm residents. (Author/KM)

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ED 076868

Extension Study No. 42
S. C. 832

A Research Summary of a Graduate Study

INFLUENCE OF SELECTED FACTORS ON LEVEL OF 4-H PARTICIPATION BY SEVENTH, EIGHTH AND NINTH GRADE BOYS AND GIRLS IN BLEDSOE COUNTY, TENNESSEE

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and Robert S. Dotson

AGRICULTURAL EXTENSION EDUCATION
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THE UNIVERSITY OF TENNESSEE

March, 1973

CO 14380

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INFLUENCE OF SELECTED FACTORS ON LEVEL OF 4-H PARTICIPATION BY SEVENTH, EIGHTH AND NINTH GRADE BOYS AND GIRLS IN BLEDSOE COUNTY, TENNESSEE

by

Joe F. Nichols

October 1972

ABSTRACT

This study was concerned with the problem of decreasing 4-H members at the seventh, eighth and ninth grade or junior high level. Data were collected from all seventh, eighth, and ninth grade boys and girls in Bledsoe County, Tennessee who were present on the day the interviews were conducted in each school. A total of 289 interview schedules were used in the analysis. For the purposes of analysis, data from the 289 boys and girls were classified into two groups according to the level of participation in 14 selected 4-H events and activities while they were 4-H members. There were 173 high participators and 116 low participators. The purpose was to determine the relationship between level of participation and personal characteristics, leisure time activities, attitudes and family characteristics. Sixty-nine variables were identified and used as a basis for comparing low and high participators. Statistical tests used in the analysis of data were chi square and zero order correlation coefficient. The chi square test was used with qualitative variables and the zero order correlation statistic (r) was used with quantitative variables. The .05 level was accepted as being statistically significant. Computations were done by the University of Tennessee Computing Center.

Major findings of the study were:

1. Level of participation was significantly related to entering or participating in speaking, demonstrations, out-of-county trips, exhibiting at fair, attending 4-H camp, achievement day, local 4-H officer, recipe contest, and bread baking. Participation level was higher among those who entered these events and activities.
2. Level of participation was very significantly related to sex of respondents. Girls had higher participation than boys.
3. Level of participation was significantly related to the number of youth clubs other than 4-H in which active membership was held. Participation was higher among those who were active in several clubs.
4. A significant relationship existed between level of 4-H participation and membership status. Those with high levels of participation were more likely to remain members rather than drop out.
5. Level of participation was significantly related to the number of years the respondents had been members. Participation increased with years of membership.
6. Level of participation was inversely related to age when first joined 4-H. Participation was greater among boys and girls who joined 4-H at an earlier age.
7. Level of participation was inversely related to school grade level when they first joined 4-H. The high participants tended to join 4-H at a lower school grade.

8. Level of participation was related to the age at which they dropped out of 4-H. Low participants dropped out at a younger age.
9. Level of participation was significantly related to school grades received. High participants made better grades than low participants.
10. Level of participation was significantly related to plans to attend college. A higher participation level was achieved by boys and girls having definite plans to attend college.
11. Level of participation was related to attendance at church activities. A higher participation level was achieved by the 4-H'ers who attended church activities more frequently.
12. Level of participation was significantly related to 4-H'ers who received visits by Extension Agents. Participation was higher among boys and girls who received visits by agents.
13. Level of participation was significantly related to hours spent listening to radio. A higher level of participation was achieved by boys and girls who spent the most time listening to radio,
14. Level of participation was significantly related to the number of tasks 4-H'ers already knew how to do. A higher level of participation was achieved by boys and girls who knew how to do eleven or more tasks.
15. Participation level was significantly related to the desire for competition by boys and girls. Participation level was higher among those who liked to compete.

16. Participation level was significantly related to emphasis desired in public speaking, out-of-county trips, giving ribbons, and publicity of awards. High participants wanted more emphasis in these areas.

17. Participation level was significantly related to mothers working outside the home. Participation was greater among boys and girls whose mothers worked outside the home.

18. Participation level was significantly related to the father's education. Participation was greater among boys and girls whose fathers had completed more years of school.

19. Participation level was significantly related to the level of education of mothers. Participation was higher among boys and girls whose mothers had completed more years of school.

20. Participation level was significantly related to place of residence. Boys and girls with high levels of participation were more likely to be nonfarm residents.

The following variables were not significantly related to participation level: age, grade in school, interest score, feelings about spare time, spare time activities, time spent watching television, frequency of dating, their opinions of others toward 4-H, father's work, distance lived from Pikeville, miles to school, number of cars or number of drivers in their family.

Implications and recommendations were also made.

A RESEARCH SUMMARY*

This study was undertaken to help Extension workers, 4-H leaders and parents in Bledsoe County to develop a 4-H Program which will better meet the needs of seventh, eighth, and ninth grade boys and girls. Few members remain active participators for all the years they are eligible. The largest change in reenrollment is between the eighth and ninth grades. It was believed that the present study would be helpful in planning a 4-H program to meet the needs and interests of boys and girls of junior high 4-H age.

I. PURPOSE AND SPECIFIC OBJECTIVES

Purpose

The purpose of this study was to identify factors influencing the level of 4-H participation among seventh, eighth, and ninth grade boys and girls in Bledsoe County, Tennessee.

Specific Objectives

The specific objectives of the study were to determine the relation between participation level and: (1) selected personal and family characteristics; (2) leisure time activities; and (3) attitudes toward 4-H activities.

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II. METHOD OF INVESTIGATION

Population and Sample

The population was the seventh, eighth, and ninth grade boys and girls in Bledsoe County, Tennessee. Data were secured from a total of 378 boys and girls who were present when the interview was conducted at their school. Data from twenty-one interviewees were discarded because they had never been 4-H members and 68 were omitted due to incompleteness. This left a sample including 194 members and 95 dropouts who provided data used in the analysis.

Statistical Analysis

The completed interview schedules were coded and responses were punched on data processing cards. Sixty-nine variables were identified and used in the analysis of factors related to the level of participation of seventh and eighth grade boys and girls. Computations were made by The University of Tennessee Computing Center.

Statistical tests used in the analysis of data were chi square and zero order correlation. Values which achieved the .05 level were accepted as being statistically significant.

A contingency table analysis program was used to determine the relation between each variable and level of 4-H participation. Output for this program included: (1) Two-way frequency tables, including row, column and table percentages, and (2) chi square and degrees of freedom.

Correlation coefficients for the zero order correlations could vary from -1.0 to +1.0. Output from the computer program included the correlation coefficient (r) and the significance level. Although research and

null hypothesis were not stated, an assumed null hypothesis for each variable was: There is not a significant relation between the level of 4-H participation and each of the 69 variables.

III. MAJOR FINDINGS

Major findings were classified and presented under headings related to the objectives of the study.

Relationship Between Level of Participation and Personal Characteristics*

1. Level of participation was significantly related to entering or participating in public speaking, demonstrations, out-of-county trips, exhibiting at fair, attending 4-H Camp, Achievement Day, local 4-H officer, recipe contest, and bread baking. The participation level was higher among those who entered these events and activities.
2. Level of participation was very significantly related to sex of respondents. Participation in 4-H events and activities was higher among girls.
3. Level of participation was significantly related to the number of clubs other than 4-H in which active membership was held. Participation was higher among those who were active in several clubs.
4. A significant relationship existed between level of 4-H participation and membership status. Those with high levels of participation were more likely to remain members rather than drop out.

*See Tables I and II in Appendix.

5. Level of participation was significantly related to the number of years respondents had been members. Participation tended to increase with years of membership.
6. Level of participation was inversely related to age when first joined 4-H. Participation was greater among boys and girls who joined 4-H at an earlier age.
7. Level of participation was inversely related to school grade level when first joined 4-H. The high participants tended to join 4-H at a lower school grade.
8. Level of participation was significantly related to the age at which they dropped out of 4-H. Low participants tended to drop out at a younger age.
9. Level of participation was significantly related to school grades received. High participants tended to have made better grades than low participants.
10. Level of participation was significantly related to plans to attend college. A high participation level was achieved by boys and girls having definite plans to attend college.
11. Level of participation was significantly related to attendance at church activities. A higher participation level was achieved by the 4-H'ers who attended church activities more frequently.
12. Level of participation was significantly related to 4-H'ers who received visits by Extension agents. Participation was higher among boys and girls who received visits by agents.
13. Level of participation was not significantly related to age, grade in school, or interest score.

Relationship Between Level of Participation and Leisure Time Activities*

1. Level of participation was significantly related to hours spent listening to radio. A higher level of participation was achieved by boys and girls who spent the most time listening to radio.
2. Level of participation was not significantly related to 4-H'ers feelings about spare time, spare time activities, time spent watching television or frequency of dating.

Relationship Between Level of Participation and Attitude Toward 4-H Work**

1. Level of participation was significantly related to the number of tasks 4-H'ers already knew how to do. A higher level of participation was achieved by boys and girls who knew how to do eleven or more tasks.
2. Participation level was significantly related to the desire for competition by boys and girls. Participation level was higher among those who liked to compete.
3. Participation level was significantly related to emphasis desired in public speaking, out-of-county trips, giving ribbons, and publicity awards. High participants wanted more emphasis in these areas.
4. Participation level was not related to opinions they felt others had toward 4-H.

*See Table III in Appendix

**See Table IV in Appendix

Relationship Between Level of 4-H Participation and Family Characteristics*

1. Participation level was significantly related to mothers working outside the home. Participation was greater among boys and girls whose mothers worked outside the home.
2. Participation level was significantly related to the father's education. Participation was greater among boys and girls whose fathers had completed more years of school.
3. Participation level was significantly related to the level of education of mothers. Participation was higher among boys and girls whose mothers had completed more years of school.
4. Participation level was significantly related to place of residence. Boys and girls with high levels of participation were more likely to be nonfarm residents.
5. Level of participation was not related to father's work, distance lived from Pikeville, miles to school, number of licensed drivers or automobiles.
6. Participation level was not related to 4-H membership of parents, brothers or sisters.

IV. IMPLICATIONS AND RECOMMENDATIONS

Based on the results of the study and the writer's experience and views, the following implications and recommendations are made:

1. Since participation was higher among those who joined 4-H at an earlier age or lower grade, one implication would be to try to obtain 100 percent membership in the Explorer Clubs (fourth grade) in Bledsoe County.

*See Table V in Appendix

2. Participation was higher among 4-H'ers participating in speaking, demonstrations, out-of-county trips, exhibits, 4-H Camp, Achievement Day, local 4-H officer, recipe contest and bread baking. These and other activities offer the 4-H members a chance to learn by doing and emphasis should be increased. Those who do not get involved tend to lose interest and become low participators.
3. Since participation level was related to plans for attending college, members should be encouraged by 4-H agents to make up their minds about college and other goals as soon as possible.
4. Since 4-H participation level was related to membership and participation in other clubs and church activities, 4-H agents should cooperate with school and civic leaders to promote and develop organizations other than 4-H which help youth to participate.
5. Since level of participation was higher when members were visited at home by Extension agents, more visits at home with the members and their family should be encouraged.

V. RECOMMENDATIONS FOR FURTHER STUDY

1. A similar study should be conducted in a Tennessee county with a relatively large 4-H enrollment to compare factors related to participation level.
2. A similar study should be conducted in Tennessee to determine the relative effectiveness of program designed to increase 4-H participation.

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APPENDIX

TABLE I

PARTICIPATION IN 4-H EVENTS AND ACTIVITIES BY 289 SEVENTH, EIGHTH, AND NINTH GRADE BOYS AND GIRLS IN BLEDSOE COUNTY, TENNESSEE

4-H Event or Activity	Participation Level: High (N=173) Yes	High (N=173) No	Low (N=116) Yes	Low (N=116) No	X^2 Value
	---------- Percent -----				
1. Exhibited at 4-H Show	10	90	9	91	0.0[a]
2. Entered 4-H Speaking Contest	37	63	3	97	41.6[c]
3. Gave a Demonstration	41	59	6	94	40.4[c]
4. Took 4-H Trip Out of County	21	79	0	100	26.6[c]
5. Exhibited at Fair	40	60	8	92	34.8[c]
6. Attended 4-H Camp	25	75	3	97	22.7[c]
7. Attended 4-H Rally	4	96	3	97	0.0[a]
8. Attended Achievement Day	13	87	1	99	12.5[c]
9. Had been a Local 4-H Officer	72	28	16	84	84.5[c]
10. Had been a County 4-H Officer	3	97	0	100	1.9[a]
11. Had been on a Judging Team	5	95	2	98	1.4[a]
12. Entered Dress Review	7	93	0	100	6.7[b]
13. Entered Recipe Contest	38	62	3	97	43.7[c]
14. Entered Bread Baking	62	38	15	85	62.6[c]

[a]Not significant at .05 level, critical X^2 value for 1 df = 3.8 at .05 level.

[b]Significant at .01 level, critical X^2 value for 1 df = 6.6 at .01 level.

[c]Significant at .001 level, critical X^2 value for 1 df = 10.8 at .001 level.

TABLE II

RELATIONSHIP BETWEEN LEVEL OF 4-H PARTICIPATION AND SELECTED PERSONAL CHARACTERISTICS

Personal Characteristics	Participation Level High (N=173)	Low (N=116)	Total (N=289)
	---- Percents ----		
SEX[d]			
Boy	39	60	47
Girl	61	40	53
Total	100	100	100
AGE[a]			
Under age 14	41	35	39
Age 14	40	38	39
Over age 14	19	27	22
Total	100	100	100
GRADE[a]			
Seventh	29	27	28
Eighth	36	48	41
Ninth	35	25	31
Total	100	100	100
CLUBS[d]			
None	10	17	13
One	59	69	63
Two	19	10	15
Three or More	12	4	9
Total	100	100	100
MEMBERSHIP STATUS[d]			
Always Member	76	54	67
Dropped Out Once or More	24	46	33
Total	100	100	100
YEARS MEMBER[d]			
1 - 2	7	25	14
3 - 4	57	55	56
5 and over	36	20	30
Total	100	100	100

[a]Not significant at .05 level.
[b]Significant at .05 level.
[c]Significant at .01 level.
[d]Significant at.001 level.

TABLE II, Continued.

Personal Characteristics	Participation Level High (N=173)	Low (N=116)	Total (N=289)
	----- Percents -----		
AGE JOINED[d]			
Under ten years	51	29	42
Ten years	33	39	36
Over ten years	16	32	22
Total	100	100	100
AGE WHEN FIRST DROPPED OUT[d]			
11 and below	11	19	14
12	6	18	11
13	4	4	4
14	3	5	4
Never dropped out	76	54	67
Total	100	100	100
GRADES RECEIVED[c]			
A and B	82	69	77
C, D, and F	18	31	23
Total	100	100	100
INTEREST SCORE[a]			
0 - 30	5	8	6
31 - 45	53	59	56
Over 45	42	33	38
Total	100	100	100
PLAN TO GO TO COLLEGE[c]			
Yes	38	20	31
No	26	42	32
Don't know	36	38	37
Total	100	100	100
CHURCH ACTIVITIES ATTENDANCE			
Weekly	65	47	58
Less than weekly	35	53	42
Total	100	100	100

TABLE III

RELATIONSHIP BETWEEN LEVEL OF 4-H PARTICIPATION AND SELECTED LEISURE TIME ACTIVITIES

Leisure Time Activities	Participation Level: High (N=173)	Low (N=116)	Total (N=289)
	----- Percents -----		
VISITS FROM AGENT[c]			
None	67	78	71
One or more	33	22	29
Total	100	100	100
FREE TIME AVAILABLE[a]			
Have too much to do	9	13	10
Have a lot of time with nothing to do	12	9	11
Need activities for free time	31	27	30
Free time OK	48	51	49
Total	100	100	100
SPARE TIME ACTIVITIES[a]			
Sports	43	45	44
Outdoor Activities	14	24	18
Horses	12	10	11
Reading	10	3	7
Swimming	6	7	6
Radio and T.V.	6	5	6
Cook and Sew	6	4	6
Music	3	2	2
Total	100	100	100
HOURS WEEKLY RADIO[c]			
0 - 20	73	86	78
Over 20	27	14	22
Total	100	100	100
HOURS WEEKLY TELEVISION[a]			
0 - 20	58	53	56
Over 20	42	47	44
Total	100	100	100
DATING FREQUENCY[a]			
Weekly	14	22	17
Less than weekly	20	12	17
Never	66	66	66
Total	100	100	100

[a]Not significant at .05 level.
[b]Significant at .05 level.
[c]Significant at .01 level.
[d]Significant at .001 level.

TABLE IV

RELATIONSHIP BETWEEN LEVEL OF 4-H PARTICIPATION AND SELECTED ATTITUDES TOWARD 4-H WORK

Attitudes Toward 4-H Work	Participation Level: High (N=173)	Low (N=116)	Total (N=289)
	----- Percents -----		
NUMBER TASKS KNEW HOW TO DO[d]			
Ten or less	33	47	39
Eleven or more	67	53	61
Total	100	100	100
ATTITUDE TOWARD 4-H[a]			
Favorable	64	64	64
Neutral	20	20	20
Unfavorable	16	16	16
Total	100	100	100
COMPETITION DESIRE[d]			
Like to compete	56	29	45
Don't like to compete	44	71	55
Total	100	100	100

[a]Not significant at .05 level.
[b]Significant at .05 level.
[c]Significant at .01 level.
[d]Significant at ,001 level.

TABLE V

RELATIONSHIP BETWEEN LEVEL OF 4-H PARTICIPATION AND SELECTED FAMILY CHARACTERISTICS

Family Characteristics	Participation Level: High (N=173)	Participation Level: Low (N=116)	Total (N=289)
	----- Percents -----		
FATHER'S OCCUPATION[a]			
Farmer	20	18	19
Skilled Trade	13	16	14
Laborer	44	41	43
Business and Professional	17	16	17
Other	6	9	7
Total	100	100	100
MOTHER WORKS OUTSIDE HOME[b]			
Yes	56	42	50
No	44	58	50
Total	100	100	100
SCHOOL GRADE COMPLETED BY FATHER[d]			
Eighth or less	53	64	57
Ninth or Higher	47	36	43
Total	100	100	100
SCHOOL GRADE COMPLETED BY MOTHER[d]			
Eighth or less	40	45	42
Ninth or higher	60	55	58
Total	100	100	100
PLACE OF RESIDENCE[c]			
Farm	42	58	48
Nonfarm	58	42	52
Total	100	100	100
MILES TO PIKEVILLE[a]			
Under 10 miles	50	52	50
10 through 19	44	39	42
Over 19	6	9	8
Total	100	100	100

[a]Not significant at .05 level.
[b]Significant at .05 level.
[c]Significant at .01 level.
[d]Significant at .001 level.

TABLE V, Continued

Family Characteristics	Participation Level: High (N=173)	Low (N=116)	Total (N=289)
	----- Percents -----		
MILES TO SCHOOL[a]			
Less than 10	76	82	78
10 or more	24	18	22
Total	100	100	100
NUMBER OF LICENSED DRIVERS IN FAMILY[a]			
One	11	21	15
Two	53	45	50
Over two	36	34	35
Total	100	100	100
NUMBER OF AUTOMOBILES[a]			
One	27	30	28
Two	45	42	44
Over two	28	28	28
Total	100	100	100
PARENT WAS 4-H MEMBER[a]			
Yes	18	13	16
No	82	87	84
Total	100	100	100
BROTHER A 4-H MEMBER[a]			
Yes	60	54	58
No	40	46	42
Total	100	100	100
SISTER A 4-H MEMBER			
Yes	64	67	65
No	36	33	35
Total	100	100	100

THE UNIVERSITY OF TENNESSEE
AGRICULTURAL EXTENSION SERVICE
IN COOPERATION WITH LOCAL SCHOOL SYSTEMS

SURVEY OF YOUTH ACTIVITIES

Dear Student:

We would like to find out what activities teenagers take part in and what they are interested in doing. Your answers to the following questions, when added to those of your classmates, will give us this information.

Your answers will be kept strictly confidential. We do need the right answers to these questions and your cooperation will be greatly appreciated.

Name_____ Address_____

1. Check whether boy _____ or girl _____ Age_____(last birthday)

2. Circle your grade level in school 7, 8, 9.

3. Name of School_____

4. a. List the miles you travel one way from home to: school_____, Community building_____, Pikeville _____.
   b. List the number of relatives who were 4-H members one year or more. _____ brothers, _____ sisters, _____ parents.
   c. On your report card do you get mostly ___A's, ___ B's, ___ C's, ___ D's & F's

5. a. Circle the number of drivable cars or trucks in your family. 1 2 3 4 5 6.
   b. Circle the number of licensed drivers in your family. 1 2 3 4 5 6.
   c. Circle the number of times you have been visited at home by an Extension Agent. 0 1 2 3 4 5 6 7 8 9 10 or more.
   d. Circle the highest grade completed:
      By Father 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
      By Mother 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

6. Check where you live:
   _____ in a town of less than 5,000 population.
   _____ in a thickly settled area but not in town.
   _____ in the county but not on a farm.
   _____ on a farm.

7. Listed below are some clubs or groups which are found in some schools and which meet during school hours. Please put a check (✓) by the ones to which you belong and attend over 1/2 the meetings.

_____ FFA	_____ Music Club	_____ Interact Club
_____ FHA	_____ History Club	_____ Debate Team
_____ Home Economics Club	_____ Science Club	_____ Future Business
_____ 4-H Club	_____ Latin Club	Leaders
_____ Band	_____ French Club	_____ Future Teachers
_____ Key Club	_____ Dramatics Club	_____ Others (Please
_____ Glee Club	_____ Biology Club	list)
_____ Beta Club	_____ Spanish Club	

8. Listed below are the names of some clubs or groups which are found in some communities and which meet outside the school. Please put a check (✓) by the ones to which you now belong and attend over 1/2 the meetings.

_____ Boy Scouts	_____ Y.M.C.A.	_____ G.A.'s
_____ Girl Scouts	_____ Y.W.C.A.	_____ Luther League
_____ 4-H Club	_____ M.Y.F.	_____ Others (Please
_____ FFA	_____ B.T.U.	_____ list)_____
_____ FHA	_____ R.A.'s	_____ _____

9. Thinking of the time you have in the afternoon after school, in the evening and during the day on Saturday, do you feel that? (Please check one)
   a. _____ you have too much to do.
   b. _____ you have a lot of time with nothing to do.
   c. _____ there ought to be more activities for boys and girls in your age group.
   d. _____ your time is pretty well taken up but that you are not too busy.

10. In all your spare time activities, what are the <u>one</u> or <u>two</u> things you enjoy doing most? (Please list below.)

_____

_____

11. How frequently do you attend activities commected with a church? (Please check one.)
   _____ more than once each week
   _____ every week
   _____ seldom attend
   _____ never attend

12. How often do you date? (Please check one.)
   _____ more than once a week
   _____ generally once a week
   _____ about twice a month
   _____ never

13. Are you "trying to make" the School Team in one or more sports? Yes _____ No _____

14. Are you a regular participant in a school athletic or organized sports team which competes on a regular schedule with other schools? (Exclude Field Days) Yes _____ No _____

15. Are you a regular participant on an athletic or sports team which is organized outside the school and competes on a regular schedule with other teams? Yes _____ No _____

16. About how many hours each week do you watch T.V.--including Saturday and Sunday? _____ hours.

17. About how many hours each week do you listen to the radio and/or records -- including Saturday and Sunday? _____ hours.

18. The following is a list of things some boys like to do in their out-of-school time. For each of the items, please check (✓) the blank under the heading which best describes how you feel about that item. Girls skip to question 19.

(Check one for each item)	Already Know How	Would Like to Learn	Tried It-Didn't Like It	Haven't Tried - But Don't Think Would Like It
a. How to take care of the lawn?				
b. How to raise vegetables?				
c. How to repair things in the home?				
d. How to make things of wood, leather, or metal, such as billfolds, belts, trays, etc.?				
e. How to select and buy clothes?				
f. How to be well groomed and have good social manners?				
g. How to cook?				
h. How to take photographs?				
i. How to speak in public?				
j. How to give a demonstration?				

(Check one for each item)	Already Know How	Would Like to Learn	Tried It-Didn't Like It	Haven't Tried - But Don't Think Would Like It
k. How to raise sheep, beef, dairy cattle, hogs, or horses?				
l. How to raise crops?				
m. How to repair electrical equipment?				
n. How to keep a car in good mechanical condition?				
o. How to be at ease with girls?				
p. How to dance?				
q. How to plan parties and lead recreation?				
r. How to preside at meetings?				
s. How to be a leader?				
t. How to drive a car?				

19. The following is a list of things some girls like to do in their out-of-school time. For each of the items please check the blank under the heading which best describes how you feel about that item. Boys skip to question 20.

(Check one for each item)	Already Know How	Would Like to Learn	Tried It-Didn't Like It	Haven't Tried - But Don't Think Would Like It
a. How to drive a car?				
b. How to take care of flowers, shrubs, lawn, etc.?				
c. How to repair things in the home?				
d. How to plan parties and lead recreation?				
e. How to make things of wood, leather, or metal, such as billfolds, belts, trays, etc.?				

(Check one for each item)	Already Know How	Would Like to Learn	Tried It-Didn't Like It	Haven't Tried - But Don't Think Would Like It
f. How to select and buy clothes?				
g. How to sew?				
h. How to cook?				
i. How to set a table?				
j. How to prepare food for a party and serve it?				
k. How to be well groomed and have good social manners?				
l. How to raise vegetables?				
m. How to give a demonstration?				
n. How to speak in public?				
o. How to preside at meetings?				
p. How to be at ease with boys?				
q. How to take photographs?				
r. How to redecorate a room?				
s. How to take care of babies?				
t. How to dance?				
u. How to be a leader?				

20. Does your Mother work for pay away from home? Yes _____ No _____

21. What kind of work does your Father do?_____

22. Do you plan to go to college? Yes _____ No _____ Don't know _____

23. In your opinion, what do boys and girls in your school think of boys and girls who belong to the 4-H Club? (You can check more than one item.)

_____ Is interested in learning more about farming.
_____ Is interested in learning more about homemaking.
_____ Is a county "hick".
_____ Is joining a kid's club. (Continued)

_____ Will become a leader.
_____ Will have more opportunities for fun.
_____ Will have more opportunities to learn something of interest.
_____ Wants to get out of school work.
_____ Wants to win some prize money.
_____ Is lucky.
_____ Will learn something that will help them in future life.
_____ Wouldn't think much one way or the other.

24. Did you have an opportunity this school year to join a 4-H Club? Yes _____ No _____

25. Have you ever been a member of a 4-H Club? Yes _____ No _____

If your answer is "No" to question 25, this completes the questionnaire for you. Thank you for your help. Please turn in your paper after you check to see that you have answered all of the previous 25 questions.

26. Are you now a 4-H Club member? Yes _____ No _____

27. If you are now a 4-H Club member, or have been a member, please check the ones you have done. (You may check more than one.)
_____ Exhibited livestock, dairy or horses at 4-H shows.
_____ Entered a 4-H Public Speaking contest.
_____ Given a demonstration in a 4-H contest.
_____ Taken a trip out of county as a 4-H'er.
_____ Exhibited at the county fair as a 4-H'er.
_____ Attended a 4-H Club camp.
_____ Taken part in a county rally as a 4-H'er.
_____ Taken part in an achievement day as a 4-H'er.
_____ Been a 4-H officer in your local 4-H Club.
_____ Been a 4-H officer on the county level.
_____ Been on a judging team as a 4-H'er.
_____ Entered 4-H Dress Revue.
_____ Entered Recipe Contest.
_____ Entered Bread Baking contest.

28. How many years have you been (or were you) a member of a 4-H Club?
_____ Years

29. How old were you when you joined 4-H for the first time? _____ Years old.

30. In what school grade were you when you first joined 4-H? _____ Grade

31. Have you been a member every year since you first joined a 4-H Club? Yes _____ No _____

32. If you have not been a member every year since you first joined a 4-H Club:

    a. How old were you when you first dropped out of 4-H? _____ Years old.
    b. How long was it before you joined 4-H again? _____ Years.

33. How much do you now like to compete with others your age for recognition, honors, or awards? (Check one.)
    _____ I am inspired by competition.
    _____ I don't mind competing but don't particularly like it.
    _____ I do not like to compete with others.
    _____ I dislike competition and feel that there is definitely too much of it in 4-H Club work.

34. Concerning 4-H Record Books, which of the following applies to you: (You may check more than one.)
    _____ Records require too much time.
    _____ Records serve as a fair basis for determining awards.
    _____ Records are too complicated.
    _____ Records should be dropped.
    _____ Records are adequate.

35. What do you think is the most important reason why many girls drop out of 4-H club work about the time they enter high school?

    _____

36. What do you think is the most important reason why many boys drop out of 4-H Club work about the time they enter high school?

    _____

37. If you could change senior 4-H Club work, what is the one thing about 4-H you would like most to change?

    _____

38. For each of the following 4-H activities, events or projects, please check (✓) in the column which best describes the amount of emphasis (effort in terms of time and money in promoting and conducting) that item should receive in 4-H Club work.

Item (events, activities or projects)	(Check one for each item) Greater Emphasis	Same Emphasis	Less Emphasis	Drop From 4-H	Don't Know
1. Public Speaking Contests					
2. Demonstration contests					
3. Judging Team contests					
4. Exhibit projects at county fairs, shows, sales, etc.					
5. Judging project work on basis of records completed					
6. County achievement banquet					
7. County-wide meetings on subjects of special interest					
8. County-wide Honor Club					
9. 4-H Camp					
10. Bread Baking Contest					
11. 4-H Project Tours					
12. Out-of-County Trips					
13. County 4-H fund raising events					
14. Giving ribbons for work done					
15. Publicize awards and honors given members					
16. Dress Revue					
17. Share-the-Fun					

This completes the survey form. Please check your paper to see that you have answered all the questions. Thank you for your help.

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JUN 4 1973
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